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ABSTRACT

This guide for current and prospective adult educators is a comprehensive, practical conceptual framework for planning, designing/implementing, and evaluating/accounting for adult education programs. Chapter 1 describes the programming process. Chapter 2 describes 13 nationally recognized models of the adult education programming process, the variety of contexts in which these models apply and describes the conceptual programming model and its three major sub-processes. Chapter 3 presents a theoretical approach to the conceptual programming process in adult education and concludes with an analysis of the conceptual programming model and its sub-processes. Chapter 4 provides a comprehensive approach to the planning sub-process. Chapter 5 focuses on the second sub-process-design and implementation of the planned program as a purposeful and planned educational response to the expressed needs discovered in the planning sub-process. Chapter 6 describes the evaluation and accountability sub-process of the conceptual planning model. Chapter 7 summarizes and discusses the generalizability of the conceptual programming model, identifies implied research questions, and discusses implications of the conceptual model for practicing adult educators and for the professional preparation of adult educators. Appendixes include a glossary, 228 references, and index. (YLB)

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